



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

**Missouri Charter
Public School Association
Special Education Network Meeting**

November 16, 2011

Special Education Finance

Presenters:

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Topics



- Federal Expenditure Requirements
- Function/Revenue Codes & ePeGs
- Deadlines – Reports and Applications
- Allocation Calculations
- High Needs Fund
- Cooperatives



IDEA Part B Federal Expenditure Requirements

Federal Part B IDEA Funds



IDEA Part B Entitlement funds (Section 611) are Federal funds your District/LEA receives to help support your special education program and implement IDEA.

2011-12 \$179 million Regular Part B “flow through” funds for Districts/LEAs

Permissive Use Of Part B Funds (34 CFR §300.208)

- Costs of Special Education and Related Services
- Supplementary Aids and Services
- Administrative Case Management
- Coordinated Early Intervening Services (CEIS)

Part B IDEA Requirements

- Assurances
- Excess Cost (Verification of)
- Maintenance of Effort
- Supplement – NOT Supplant
- Inventory Control for items purchased with IDEA funds
- Capital Costs
- Prorating Expenditures
- CEIS if LEA has a determination of significant disproportionality

Part B IDEA Requirements

- Office of Management and Budget (OMB) Circular A-87 Certifications/Time and Effort Logs
- Payment Requests-timing issues
- Tracking Federal Expenditures
- Education Department General Administrative Regulations (EDGAR)

Assurances (34 CFR §300.200)

- Districts/LEAs providing services to students with disabilities must submit annual assurances to the Department regarding their compliance with the applicable federal and state statutes and regulations.
- Assurances are agreed to in ePeGS reporting system through the Core Assurances and Grant Specific Assurances.

Excess Cost

(34 CFR §300.202)

- Federal funds may only be used to pay excess cost of providing special education and related services to children with disabilities.
- District/LEA must spend at least the minimum average amount for the education of its children with disabilities before Part B funds are used.
- Districts must document that children receiving special education services cost more than those in regular education.

Maintenance Of Effort (MOE)

(34 CFR §300.203)

Funds provided to a District/LEA under Part B must not be used to reduce the level of expenditures for the education of children with disabilities made by the District/LEA from local funds below the level of those expenditures for the preceding fiscal year.

Supplement Not Supplant (34 CFR §300.202)

Federal Part B Funds may only be used to supplement state, local or other non-federal funds spent on students with disabilities.

MOE MET =
MET NON SUPPLANT REQUIREMENT

Inventory Control

All capital outlay purchased with federal monies costing \$1000 or more per unit/set is subject to inventory management and control requirements as follows:

- Items shall be physically marked.
- Inventory records must be current and available for review and audit. The following information must be included to be in compliance:
 - description of the property
 - manufacturer's serial number or other identification number
 - identification of the funding source used to purchase property
 - acquisition date
 - unit cost
 - source of property (vendor name)
 - percentage of federal funds used for purchase
 - present location, use, condition of the property, and date the information was reported
 - items purged, transferred or replaced must have pertinent
 - information recorded regarding the disposition of the equipment.

Inventory Control

- Adequate safeguards must be in effect to prevent loss, damage, or theft of the property.
- Any loss, damage, or theft must be investigated and fully documented.
- The District/LEA is responsible for replacing or repairing lost, damaged, destroyed, or stolen property.
- If stolen property is not recovered, the District/LEA should submit copies of the investigative report and insurance claim to DESE.
- Replaced equipment is automatically considered property of the originally funded program and should be inventoried accordingly.
 - Adequate maintenance procedures must be implemented.
 - A physical inventory of items must be taken and the results reconciled with the inventory records at least once every two years.

Capital Costs (Federal Funds)

Prior Approval is required:

- Alteration / Renovation: changing an existing LEA-owned structure
- Construction - building a new structure
- Real Estate - purchasing a structure or land
- Buses/Vehicles

The Part B Capital Outlay Purchase Approval Form is located at:
<http://dese.mo.gov/divspeced/Finance/partbentitlement.html>

Prorating Expenditures

IDEA requires all expenditures with IDEA funds to be directed 100% toward Special Education; otherwise the cost should be prorated, unless the benefit to non-special education students is incidental and justifiable.

Coordinated Early Intervening Services (CEIS) (34 CFR §300.226)

District/LEA may use up to 15% of their Part B 611 Allocation to assist students in Kindergarten through Grade 12 not yet identified as needing special education services but need additional academic and behavioral supports to succeed in the general education environment.

Federal regulations recommend particular emphasis on students in Kindergarten through 3rd grade.

OMB Circular A-87

■ Federal Award Certifications

- Employees paid with Part B funds who work on a single cost objective must sign certifications to indicate that they worked solely on that program for the period covered by the certification.
 - Must be completed and signed at least semi-annually after the work has been performed

(OMB) Circular A-87, Part 225 Appendix B.8.h(3))

- Employees working on multiple activities or cost objectives must maintain time and effort logs to determine the amount allocable to Part B.
 - Must be prepared at least monthly after the work has been performed and must coincide with one or more pay periods

(OMB) Circular A-87, Part 225 Appendix B.8.h(4 & 5)

Obligating Funds

- Obligate means reserve, commit, or set-aside funds for a specific activity or project.
- Obligation date begins when the Part B Application (due July 1) is substantially approved.
- Budget applications will be substantially approved as of the submission date (but not prior to July 1); therefore, IDEA Part B funds shall not be obligated until the application has been submitted.
- Applications submitted past due date will be substantially approved as of the date submitted (no back-dating) and cannot obligate funds until that date.

Cash Management Improvement Act (CMIA)

Cash Management Improvement Act (CMIA) requires that funds be spent within three business days of receipt of funds.

Payment requests may only include amounts already expended and/or amounts that will be expended within three business days of receipt of funds.

Violating CMIA requires interest to be calculated and returned.

Separate Tracking



All federal funds MUST be tracked separately from other funding sources.

- **EDGAR 74.21(2)**

- Records that identify adequately the source and application of funds for federally-sponsored activities.

- **EDGAR 75.702**

- A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

- **MO Financial Accounting Manual**

- Federal funds generally require separate identification and reporting within the LEA's audit report.

Expenditure Function Codes



The Function Code describes the function, purpose or program for which activities are performed.

WHY

Function Codes (Beginning 2011-12)

Description	Function Code
Special Education and Related Services	1221
Coordinated Early Intervening Services	1223
Proportionate Share Services	1224
Professional Development	2200
Transportation and Maintenance	2500
Facility Acquisition and Construction	4000

Pre-set codes in Missouri Financial Accounting Manual

http://dese.mo.gov/divadm/finance/acct_manual/documents/sf-CompleteAccountingManual2011.pdf

Expenditure Object Codes



The object code identifies the service or commodity obtained.

WHAT

Object Codes

Description	Object Code
Certificated Salaries	6100
Non-Certificated Salaries	6150
Employee Benefits	6200
Purchased Services	6300
Supplies	6400
Capital Outlay	6500

Expenditure Source

QUESTION:

How can a District/LEA track State, Federal, and Local expenditures?

ANSWER:

Use Source/Project Codes for each expenditure.

Source/Project Code Examples

Special Education Teacher Example:		
Function Code	Object Code	Source of Funds/ Project Code
1221-	6100-	41
(Special Education)-	(Certificated Salaries)-	(Federal)

Special Education Contracted Transportation Example:		
Function Code	Object Code	Source of Funds/ Project Code
2500-	6300-	10
(Special Education)-	(Contracted Transportation)-	(State)

Coordinated Early Intervening Service Professional Development Example:		
Function Code	Object Code	Source of Funds/ Project Code
1223-	6100-	41
(CEIS)-	(Certificated Salaries)-	(Federal)

Revenue Code Changes

Old Revenue Code

- 5441 – Individuals with Disabilities Education Act (IDEA)

New Revenue Codes

- 5441 – IDEA Entitlement Funds
- 5437 – IDEA Grants (Cooperative, Competitive Improvement, SWIS, High Need Fund, SET)
- 5438 – Non-IDEA Special Education Grants



ePeGs Changes

Business Rules

- Budget Application – Due July 1 (no back-dating)
- Budget Amendments will not be allowed after April 30th without DESE approval
- Fewer Function Codes (will have descriptors)
- Final Expenditure Report (FER) – Due September 30 (no amendments unless audit finding)
- Once FER is created the rest of the system will shut down (no payment requests or budget amendments for that school year)
- If the FER is not submitted by the due date, LEA can't access their current year funds until submitted

Business Rules –Continued

- Payment Requests – Due 11:59 pm on 1st of the month (indicate expenditures to date on payment requests)
- Payment requests through June, July, Aug, and Sept (payment transmittals will indicate current year since budget cycles will overlap)
- Overpayments/CMIA – districts must return and calculate interest on all overpayments
- No book transfers on overpayments (trans ins/trans outs)
- Revenue and Function Code Changes (see Accounting Manual)

ePeGs Reporting

- Part B Budget Application
- Part B Payment Requests
- Part B Final Expenditure Report

See ePeGs Training Guide Series for step-by-step instructions:

<http://dese.mo.gov/divspced/Finance/partbentitlement.html>

Part B Payment Requests

- The Actual Cumulative Program Year Expenditures to Date is the total amount of expenditures from the beginning of the program year up to the current date.
- The Additional Anticipated Expenditures by Receipt of Funds is the amount of expenditures the district will incur up until the payment is received.
- Amount Paid to Date is the total amount of Part B IDEA funds that have been paid to the District/LEA as of the current date.

Part B Payment Requests

The Payment Request Formula is:

$$\begin{aligned} &\text{Actual Cumulative Program Year Expenditure to Date} \\ &+ \text{Additional Anticipated Expenditures by Receipt of Funds} \\ &- \text{Amount Paid to Date} \\ &= \text{Payment Request Amount} \end{aligned}$$

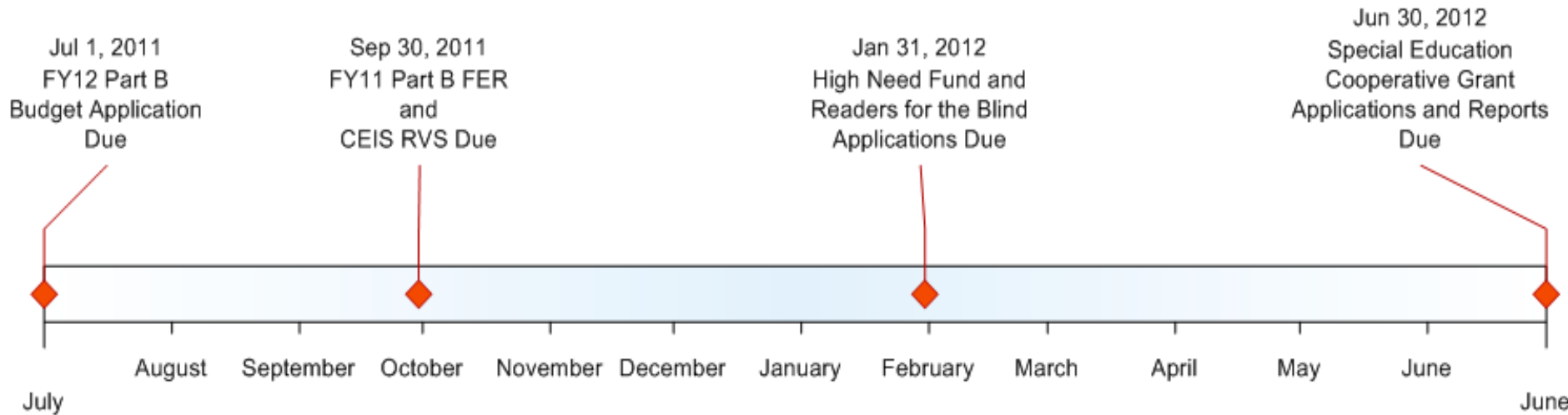
For more information, please see the ePeGs Payment Request Training Guide FY12

(<http://dese.mo.gov/divspeced/Finance/partbentitlement.html>)



Important Deadlines

Due Dates





Part B Allocation Calculation

Charter School Allocations

Allocations are the sum of these three calculations:

- ❑ Base Amount—Multiply the Number of IEPs in the Charter School's first year of existence by a rate of \$518.60
- ❑ Population—Multiply the September Enrollment by the current year Part B statewide “Increase for Population Rate”
- ❑ Poverty—Multiply the January Free/Reduced Lunch Count by the current school year Part B statewide “Increase for Poverty Rate”

FY12 New Charter Allocation Timeline

Early November:

- ❑ DESE requests data from new Charters for estimated allocation:
 - ❑ Estimated December 1 Child Count (students with disabilities)
 - ❑ Actual September 2011 Enrollment
 - ❑ Estimated January 2012 Federal Free and Reduced Lunch Counts

November 21, 2011—Charter School data due to DESE

Late November:

- ❑ DESE calculates estimated allocations for new Charter Schools.
- ❑ DESE notifies new Charter Schools of allocations.
- ❑ Charter Schools must submit their Part B Application.

FY12 New Charter Allocation Timeline (continued)

First Week in March:

- ❑ DESE sends notification to new Charter Schools requesting verification of:
 - ❑ Actual December 1, 2011 Child Count
 - ❑ Actual January 2012 Federal Free and Reduced Lunch Counts

March 15, 2012—Charter school data due to DESE

Late March:

- ❑ DESE recalculates final allocations using actual data
- ❑ DESE notifies new Charter Schools of revised allocations
- ❑ Charter Schools must amend their Part B Application to refresh data and re-budget amounts

FY12 Expanded Charter Allocation Timeline

Early November:

- ❑ DESE sends letter to significantly expanded Charter Schools requesting the following data for the estimated revised allocation:
 - ❑ Actual September 2011 Enrollment
 - ❑ Estimated January 2012 Federal Free and Reduced Lunch Counts

November 21, 2011—Charter School data due to DESE

Late November:

- ❑ DESE calculates estimated revised allocations for expanded Charter Schools.
- ❑ DESE notifies expanded Charter Schools of revised allocations.
- ❑ Charter Schools must amend their Part B Application to refresh allocations and re-budget amounts.

FY12 Expanded Charter Allocation Timeline (continued)

First Week in March

- ❑ DESE sends notification to all significantly expanded Charter Schools requesting verification of the actual January 2012 Federal Free and Reduced Lunch Counts.

March 15, 2012—Charter school data due to DESE

Late March:

- ❑ DESE recalculates final allocations using actual data
- ❑ DESE notifies significantly expanded Charter Schools of revised allocations.
- ❑ Charter Schools must amend their Part B Application to refresh data and re-budget amounts.

Allocation Calculation

All Other Charters



Other Charter Schools (not new or significantly expanded) Part B Allocations are performed with the regular LEA statewide calculations in the spring.



High Need Fund

High Need Fund (HNF)

- The High Need Fund is for any student with a disability, regardless of placement, whose educational costs exceed 3 times the Current Expenditure per ADA.

Current Expenditure per ADA

- The Current Expenditure per ADA is calculated by School Finance on the Annual Secretary of the Board Report (ASBR). It is figured by taking all of the district's expenditures divided by the Average Daily Attendance (ADA).
- The Result is the “average” amount it costs to educate each student in the district. This is used as a base amount to determine the 3x threshold.

Reimbursement Formula

Educational Costs for Student
- 3x Current Expenditure per ADA
= District Reimbursement Amount

HNF Example

Current Expenditure per ADA:	\$6,500
3x Current Expenditure per ADA:	\$19,500
 Educational Costs:	 \$31,000
- <u>3xCurrent Expenditure per ADA:</u>	<u>\$19,500</u>
=DESE Reimbursement Amount:	\$11,500

Reimbursement Methodology

- DESE will reimburse expenditures the following fiscal year in which the services were provided.
- Reimbursement is 100%. Applications are due January 31 following the year in which services were provided.

Identifying Students

- Students that may qualify for this fund include, but are not limited to:
 - Students with Personal Aides or Nurses
 - Students in Contractual Placements
 - Students receiving a large amount of services
 - Students receiving one-on-one instruction

Student Costs

- ❑ Instruction
- ❑ Related Services
- ❑ Transportation
- ❑ Tuition/Contractual/Cooperative
- ❑ Assistive Technology/Supplies
- ❑ Other

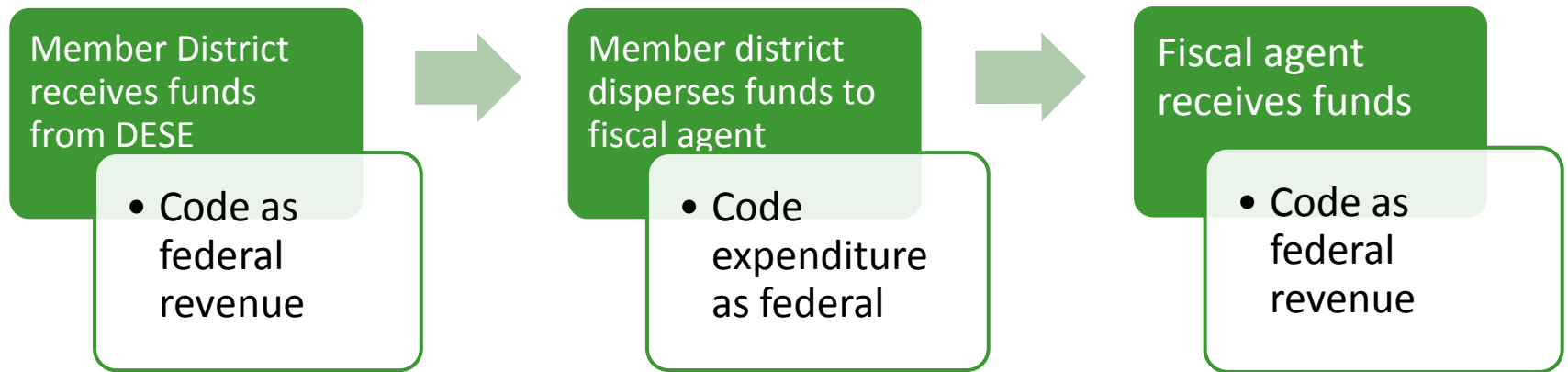
Unallowable Costs

- ❑ Court costs
- ❑ Medical assistance reimbursable activities (Medicaid)
- ❑ Legal fees
- ❑ Other costs associated with a cause of action brought on behalf of a student with a disability.



Cooperatives

K-12 Cooperatives



- ❑ Payments for expenditures must be based on expenditures incurred to date, or expenditures that will incur within three days of receipt of the funds (per the CMIA).
- ❑ Refunds to a fiscal agent or member district must follow the guidance in the Refund and Reimbursement policy located on the School Finance Topics and Procedures page. Refunds not expended within three days must be returned to DESE so as to not draw interest.

Grant Funded Cooperatives

- ❑ Formed to provide a variety of special education services not presently available in a contiguous geographic area.
- ❑ Funding is in addition to regular Part B funding – it is a separate allocation to help get the Coop started.
- ❑ Four or more districts enter into a formal agreement.
- ❑ Three year award after which the Coop should be self-sustainable.
- ❑ Only one application per Coop will be accepted.
- ❑ All applications are due by June 30.
- ❑ Annual reports are required.

Special Education Compliance

Presenters:

- **Bonnie Aaron, Director**
- **Julie Bower, Supervisor**
- **E-mail:** secompliance@dese.mo.gov
- **Telephone: (573) 751-0699**

Know Your Resources





Features

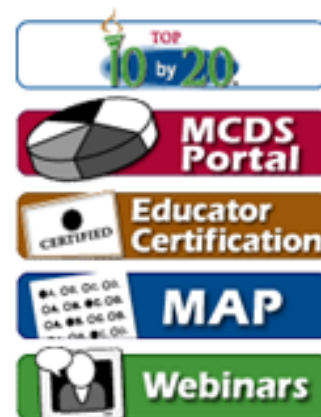


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News & Updates

- ▶ **Registration Is Open for the 2011 School Administrators Conference**
- ▶ **47 Missouri Schools Receive National Health Awards**
- ▶ **Fall Enrollment Opens for MoVip Online Courses**
- ▶ **Missouri GED Transcripts Are Now Online**
- ▶ **Top 10 by 20 Video Released**

[more news...](#)



Memos

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Teachers

Families

FAQs

Helpful Links

- ▶ 06-30-11 - 2010-2011 Performance Data Release Schedule
- ▶ 06-30-11 - Dollar Value Modifier Calculation
- ▶ 06-20-11 - HQT Data for 2010-11
- ▶ 06-15-11 - Information on Funding Cuts for Education
- ▶ 06-07-11 - Office Updates: Student Information System RFP and FAFSA Filing Rates
- ▶ 06-03-11 - FY12 Fiscal Changes for Federal Programs
- ▶ 05-27-11 - Verification of Data Used in FY12 Part B Allocation
- ▶ 05-27-11 - Unexpended FY2009 Funds under NCLB


[more...](#)

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Office of Special Education

News and Updates

Blind Task Force Vacancies
The Office of Special Education is seeking nominations for individuals to serve on the Blind Task Force.
[▶ More information](#)

FY11 Part B and ECSE ARRA FER Submission Errors - RESOLVED
LEAs may once again submit FY11 Part B and ECSE ARRA FERs.
[▶ More information](#)

FREE AIM Instructional Design Resource for Students with Disabilities - NIMAC "AIM across the Curriculum"
Many materials students use in the classroom are print-based, such as textbooks and handouts. Some students with physical, sensory, or intellectual challenges may have difficulty reading these materials.
[▶ More information](#)

REMINDER FY12 Part B Budget Application Due July 1
The FY12 Part B Budget Application is due July 1, 2011. Budget applications will be substantially approved as of the submission date; therefore, IDEA Part B funds shall not be obligated until the application has been submitted.
[▶ More information](#)

How Do I Find?

- ▶ [Accessible Instructional Materials \(AIM\)](#)
- ▶ [ARRA Information](#)
- ▶ [Coordinated Early Intervening Services \(CEIS\)](#)
- ▶ [Directory of Resources for Missouri with Disabilities /Missouri Governor's Council on Disability](#)
- ▶ [Disabilityinfo.gov](#)
- ▶ [Due Process/Child Complaints](#)
- ▶ [Early Childhood Outcomes \(ECO\)](#)
- ▶ [IDEA 2004](#)
- ▶ [Missouri Special Education Improvement Planning and Grant](#)
- ▶ [NASOSE 2010-2011 Professional Development Series](#)
- ▶ [On-Site Monitoring Manual](#) 
- ▶ [Professional Development Series Available from the](#)

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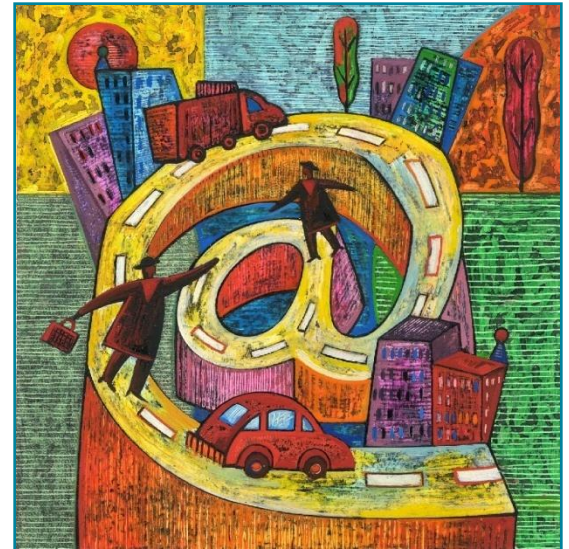
[Spec. Ed. Listservs \(SELS\)](#)

[State Performance Plan](#)

[Three-Tiered Models](#)

SELS and SELS 2

- SELS
- SELS 2
- Lina Browner 573-751-5739 or lina.browner@dese.mo.gov



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Special Education Compliance

News and Updates

IMACS

Frequently Asked Questions

Transition from First Steps to Early Childhood Special Education

As a joint effort First Steps (Part C) and Special Education Compliance (Part B) personnel, the Office of Special Education is offering a webinar on Transition from First Steps to Early Childhood Special Education. The webinar will be presented January 25 from 10:30 a.m. to 12:00 p.m. and will focus on the transition procedures and timelines for children moving from First Steps to ECSE. This webinar will include a live Q&A about issues discussed in the presentation.

▶ [More information](#)

Update to the Revisions of the Standards and Indicators

We regret that there was an error made in the recent revisions of the Standards and Indicators.

▶ [More information](#)

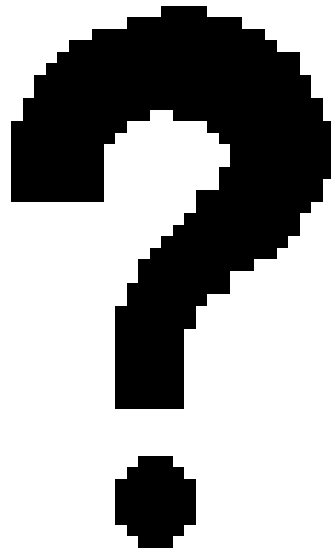
Revisions to the Standards and Indicators Manual

Revisions have been made to the Standards and Indicators Manual found on the [Special Education Compliance](#) webpage. A list of those revisions and the

How Do I Find?

- ▶ [Coordinated Early Intervening Services \(CEIS\)](#)
- ▶ [Discipline Monitoring](#)
- ▶ [Disproportionality Monitoring](#)
- ▶ [Educational Surrogate](#)
- ▶ [Frequently Asked Questions](#)
- ▶ [Juvenile Justice System](#)
- ▶ [MAP-A Eligibility Criteria](#)
- ▶ [Monthly Webstreams](#)
- ▶ [MoVIP and Special Education FAQ](#)
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- ▶ [Procedural Safeguards](#)
- ▶ [Professional Development Series](#)
- ▶ [Program Monitoring](#)

What resources do Charter Schools need to be in compliance with IDEA?



Missouri Charter School Law

- Charter schools are autonomous public schools, which receive the same funding from the same sources as other public schools.
- A Charter School may not limit admission based on race, ethnicity, national origin, **disability**, gender, income level, proficiency in English language, or athletic ability, but may limit admission to pupils within a given age group or grade level.

Federal Law

- Federal Law 300.2 (b)(1)(ii) - The provisions of this part apply to all political subdivisions of the State that are involved in the education of children with disabilities.

Federal Law and Special Education

- Federal and State laws are binding on each public agency in the State that provide special education and related services to children with disabilities, regardless of whether that agency is receiving funds under Part B federal IDEA regulations 300.2(b)(2).
- Responsible for implementing Federal law (IDEA) and state special education laws and regulations.

Charter Schools and Special Education

- Charter schools are public schools and thereby required to abide by federal special education rules and regulations.
- Charter schools are required to meet the regulations of Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

MO Law and Charter Schools

□ MO Law 160.415

A charter school shall provide the special services provided pursuant to section 162.705 RSMo and may provide the special services pursuant to a ***contract*** with a school district or any provider of such services.

Charter Schools and Contracting

- A charter school may elect to contract for the provision of services for students with disabilities but the Charter School continues to have the ultimate responsibility for the child's IEP and the provision of services exactly as specified in the IEP.
- Charter Schools are also responsible for following any applicable state or federal regulations and procedures when contracting for these services.

What resources do Charter Schools need to be in compliance with IDEA?



Special Education Monitoring and Compliance

- The Federal Office of Special Education Programs (OSEP) monitors every state on its compliance with IDEA requirements.
- States monitor how districts comply.
- Charter schools are held accountable for special education in the same manner as all public schools: they must demonstrate that they comply with IDEA.

Monitoring

- Charter Schools are monitored based upon performance standards and must follow the Special Education Program Review Standards and Indicators.
- Charter School monitoring is scheduled within a three year cohort as other schools and agencies monitored by the Department of Special Education.

Special Education Monitoring Process

- Charter school conducts a self-assessment to review implementation of all special education requirements
- DESE reviews and validates the data
- Reviews are conducted on a three year cycle
- Report is written detailing the findings
- Charter school develops a plan to address all non-compliance

Compliance

TOP 10 “Watch Fors”

(based on Compliance Monitoring and On-site reviews)



1. **Review of Existing Data**

- **200.30 and 200.330**

2. **Timelines**

- **200.20.a through 200.70, 200.180, 200.330 through 200.360, 200.590, 200.620 and 200.630**

3. **Evaluations**

- **600 through 2100 and 200.260 and 200.520**

4. **Postsecondary transition planning**

- **200.800**

5. **Measurable annual goals**

- **200.810**

Compliance

TOP 10 “Watch Fors” continued

(based on Compliance Monitoring and On-site reviews)



1. **Continuum of placement options**
 - **200.1030 and 200.1040**
2. **Notice of Action**
 - **200.50 through 200.150 and 200.340 through 200.420**
3. **Discipline**
 - **300.10 through 300.80**
4. **Transfer procedures**
 - **500.10 through 500.290 and 550.10 through 550.270**
5. **Speech Implementer model**
 - **400.10 through 400.120**



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DESE Web Applications



Special Education Laws & Regulations

Part C - ages Birth to 3 (First Steps)

- ▶ [Missouri State Plan for Part C - First Steps](#)
- ▶ [Parental Rights Brochure](#)
- ▶ [Missouri State Application](#)
- ▶ [Compliance Standards and Indicators \(pdf\)](#) [Revised October 2008]

Part B - ages 3-21

- ▶ [Missouri State Plan for Special Education](#)
- ▶ [Federal Regulations \(pdf\)](#)
 - ▶ [IDEA Part B Supplemental Regulations](#)
- ▶ [Procedural Safeguards](#)
 - [Parents' Bill of Rights](#)
- ▶ [Special Education Compliance Standards and Indicators Manual](#)
- ▶ [Family Educational Rights and Privacy Act \(FERPA\)](#)
- ▶ [Local Compliance Plan](#) (required only when Local Compliance Plan changes)

How Do I Find?

- ▶ [FAQs](#)
- ▶ [MO Sample Forms](#)



Child Complaints and Due Process



Child Complaints and Due Process



Compliance Staff

Bonnie Aaron, Director, Special Education Compliance Parts B & C

Phone: 573-751-0699, **Fax:** 573-526-5946 **Web Inquiries:** webreplyspeco@dese.mo.gov

Part B - Ages 3-21

- **Nancy Thomas**, Assistant Director
- Julie Bower, Supervisor
- Rick Lewis, Supervisor
- Bev Luetkemeyer, Supervisor
- Donna Raines , Supervisor
- Vacant, Supervisor
- Vacant, Administrative Assistant

Educational Surrogate Program IMACS, Web, and Data Technical Assistance

- Dana Desmond, Data Specialist
- Vacant, Administrative Assistant

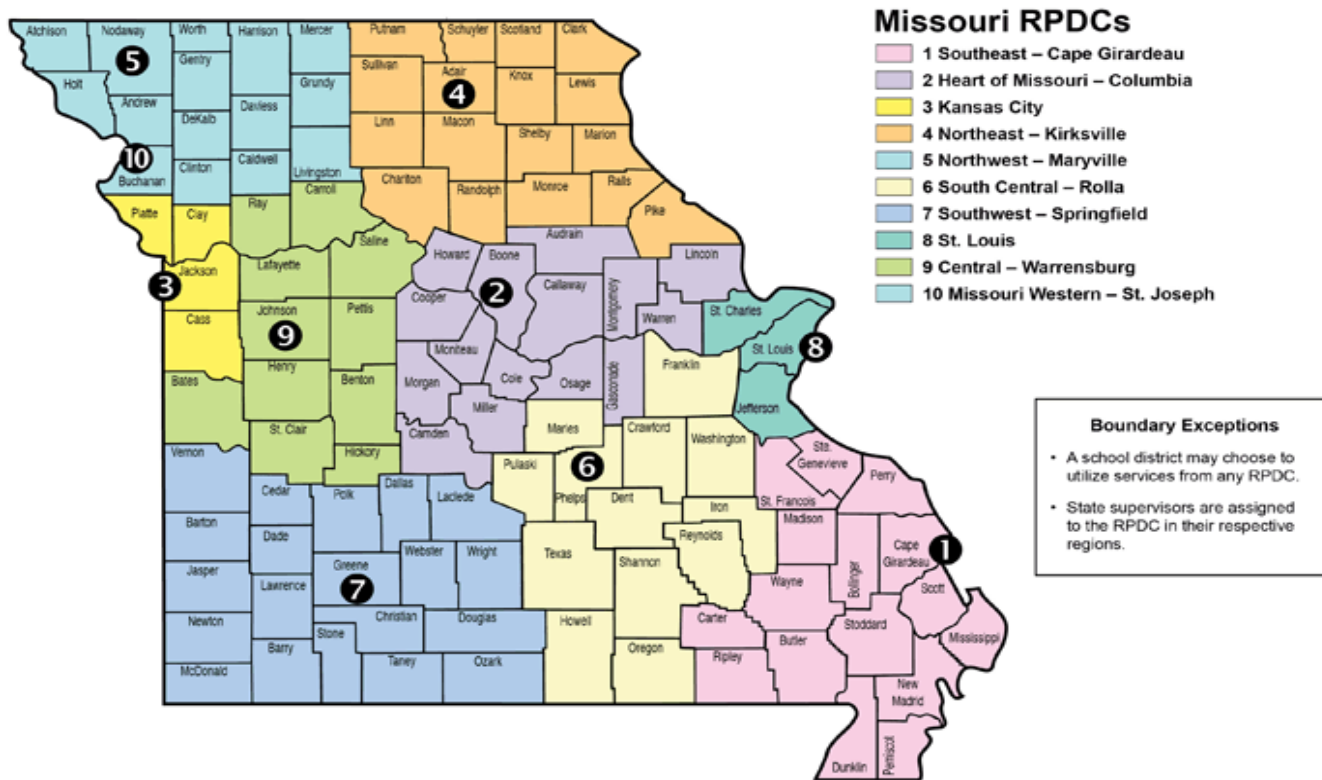
Part C - Ages Birth to 3

- **Pam Schroeder** , Assistant Director
- Sara Massman, Supervisor
- Vacant, Administrative Assistant

Complaint System

- **Child Complaints**
 - Pam Schroeder, Assistant Director
 - Nancy Thomas , Assistant Director
 - Jennifer Moreland, Supervisor
 - Wanda Allen, Legal Assistant
- **Due Process**
 - Bonnie Aaron, Director
 - Wanda Allen, Legal Assistant

Regional Professional Development Centers



RPDC Compliance Consultants

Region 1

Denis Moore

dmmoore@semo.edu

573-651-2894

Region 7

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417-836-4083

Region 2

Jennifer McKenzie

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573-882-7553

Region 8

Rodney Cook

rcook@csd.org

314-692-1239

Region 4

Joetta Walter

jwalter@truman.edu

660-785-6080

Questions??



Effective Practices

Presenters:

- Barb Gilpin, Assistant Director
- Megan Freeman, Assistant Director
- E-mail: seep@dese.mo.gov
- Telephone: (573) 751-0187

Effective Practices Website


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News and Updates

2011-2012 NASDSE Professional Development Series is Now Available

NASDSE Professional Development Series has released two sessions. "We're Better Working Together: Recommendations for Improved Coordination Between Title I and IDEA" and "Section 504 Issues for Students With Disabilities: Case Law and Implications for Practice" are now available.

▶ [SELS message se-ls11.03.11](#)

WEBINAR Announcement - Special Education: The Transfer Process

Please join us in a webinar that will describe the process and compliance requirements to ensure a timely and seamless transfer from one school district to another for students with disabilities.

▶ [SELS message se-ls10.18.11](#)

- ▶ [Accessible Instructional Materials \(AIM\)](#)
- ▶ [Competitive Improvement Grants](#)
- ▶ [Co-Teaching](#)
- ▶ [Differentiated Instruction](#)
- ▶ [Doing What Works](#)
- ▶ [EP Related Links](#)
- ▶ [Functional Behavioral Assessment \(FBA\) and Behavioral Intervention Plans \(BIP\)](#)
- ▶ [Missouri Integrated Model \(MIM\)](#)
- ▶ [MORE Website](#)
- ▶ [NASDSE 2010-2011 Professional](#)



Transition

Community of Practice

- **What:** an online forum to access free resources and collaborate with others across the state
- **When:** can access anytime from any computer with internet
- **Where:** www.MissouriTransition.org
- **Who:** currently 519 participants from across Missouri

Check and Connect

- ❑ An evidence based strategy for student engagement
- ❑ A dropout prevention tool
- ❑ Continuous assessment of student engagement through monitoring of student performance and progress indicators
- ❑ A natural fit with PBIS
- ❑ Partnership with school personnel, family members, and community service providers

Check and Connect

- Individualized attention to students
- A monitor is assigned to students to
 - Regularly review their performance
 - Intervenes when problems are identified.
 - Advocate for students
 - Coordinate services
 - Provide ongoing feedback and encouragement and
 - Emphasize the importance of staying in school
- Contact RPDC for information about regional trainings

Achieving Results with TOPs

Sequence of Steps/Activities

- **Phase 1** - Identification and Commitment from Local Districts
- **Phase 2** - IEP Reviews
- **Phase 3** - Report Findings, Set Target Goals/Timelines, Brainstorm Strategies
- **Phase 4** - Implementation and Follow Along
- **Phase 5** - Follow-up Reviews/Report of Final Results

Transition Outcome Project



- Currently have 110 schools
- Goal is to scale up to all Missouri Schools
- Trainings are available regionally to Missouri Districts
- Contact RPDC Consultants

Transition Outcomes Project (TOPs)

Purpose — to develop and field test a process and a model to:

- Assist local districts in meeting the transition service requirements of IDEA 2004.
- Evaluate the effectiveness of providing and delivering transition services to students and families through the IEP process.
- Provide training and resource materials on the transition process for educators, administrators, adult agency personnel, parents and others.



Multi-leveled Systems of Support

Professional Learning Communities (PLC) – Mary Ann Burns

Schoolwide Positive Behavior Support (SW-PBS) – Megan Freeman

Response to Intervention (RTI) – Thea Scott

PLC, SW-PBS, and RTI—Same or Different?

All of these models are based on utilization of the problem-solving process within a continuum of supports integrating evidence-based practices, data-based decision making and assessment to maximize student achievement. Each of these models has a particular area of focus but all work within the same multi-leveled framework and encompass many of the same components.

MO PLC Project

Our mission is to build a sustained culture for learning in Missouri schools through the **professional learning communities process**



A Missouri Department of Elementary & Secondary Education
School Improvement Project



The Missouri PLC Project is a state-wide school improvement initiative supported by federal funds and accrued program income working through the regional centers to assist in a state-wide system of support for schools in Missouri.

A Focus on Learning ...

We believe ALL children can learn

AND, ... we take responsibility for their learning.

Building a Collaborative Culture ...

We work together to achieve our collective purpose through the development of high performing teams.

Results Orientation...

We use timely, common formative assessments to measure student learning and provide the time and support to ensure learning.

Three Big Ideas of Being a PLC

4 CRITICAL COROLLARY QUESTIONS

If we truly believe all kids can learn...

- **What is it we expect them to learn?**
(Essential learning outcomes)
- **How will we know when they have learned it?**
(Formative assessments – using common assessments to drive instruction)
- **How will we respond when they don't learn?**
(Appropriate and timely interventions)
- **How will we respond when they already know it?**
(Enrichment)

MO PLC Revised Curriculum

- **Foundation for Learning Community Culture**
- **How Effective Teams Work**
- **Building Leadership Teams**
- **Administrative Leadership**
- **What Students Need to Know and Do**
- **Assessment for Learning**
- **Systematic Process for Intervention/Student Success**
- **Continuous Improvement**

PLC – a process not a program

- Professional Learning Communities is a process for schools to use in order to develop a comprehensive tiered level of support for students – all students.
- This support system is comprehensive in that it promotes
 - identifying essential learnings, and
 - developing common formative assessments, for
 - continuous screening of students in an exact manner, so as to promote the success of each student.
- This screening and monitoring process is systematic throughout the school year and provides interventions that are timely and specific – targeted and directive – applied to **all** students when needed and appropriate for **each** student.

Educational Researchers Who Endorse PLC Concepts

Roland Barth	Richard Elmore	Jonathan Saphier
Michael Fullan	Doug Reeves	Richard Stiggins
Fred Newmann	Gary Wehlage	Sharon Kruse
Milbrey McLaughlin	Joan Talbert	Mike Schmoker
Carl Glickman	Paul Byrk	Andy Hargreaves
Joan Little	Dennis Sparks	Shirley Hord
Robert Marzano	Art Wise	Dylan Wiliam
Thomas Sergiovanni		Phil Schlechy
Karen Seashore Louis		Linda Darling-Hammond

Improved Outcomes

- **Research has demonstrated that schools organized as professional learning communities, have improved outcomes for both staff and students.**
 - For Staff ...
 - Reduction of isolation of teachers
 - Increased commitment to the mission and goals of the school
 - Shared responsibility for the total development of students
 - Collective responsibility for students' success
 - More satisfaction and higher morale, and lower rates of absenteeism
 - Higher likelihood of undertaking fundamental, systemic change
 - For Students ...
 - Decreased dropout rate and few classes “cut”
 - Lower rates of absenteeism
 - Increased learning that is distributed more equitably across all curricula
 - Larger academic gains in math, science, history and reading than in traditional schools
 - Smaller achievement gaps between students from different backgrounds.

Hord (1997)

Contact Us

For more information on the MO PLC Project, please visit:

<http://www.dese.mo.gov/divteachqual/sii/prolearning>

or

<http://www.mopl.org>

Mary Ann Burns
Director School Improvement Initiatives
Department of Elementary & Secondary Education
maryann.burns@dese.mo.gov
573-751-2332

SW-PBS Overview

- Background Information
- Key Features
- Benefits
- Resources



Science of Behavior Teachings

- Students are not born with “bad behaviors.”
- To learn better ways of behaving, students must be taught the replacement behaviors directly.
- To retain the new behaviors, students must be given specific, positive reinforcement and opportunities to practice them in a variety of settings.

Link to Academic Instruction

The same strategies employed in effective academic instruction are used for behavioral instruction:

- ▣ Introduce content.
- ▣ Directly teach content.
- ▣ Model steps in lesson.
- ▣ Provide guided practice.
- ▣ Provide independent practice.
- ▣ Re-teach as necessary.

Part of the Solution

- Increase investment in systems and practices to prevent problem behaviors for all students.
- Pay attention to systems that support the adoption of and sustained use of evidence-based practices.

SW-PBS is not...

- ❑ A specific practice or curriculum. It's a general approach to preventing problem behavior.
- ❑ Limited to a particular group of students. It's for all students.
- ❑ New. It's based on a long history of behavioral practices and effective instructional design and strategies.

SW-PBS is...

- A process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment.
- A framework and a foundation to support student and staff success. Schools finish building the structure to fit their needs.
- Evidence-based. The system and strategies are backed by research studies.

Multi-level System of Support

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

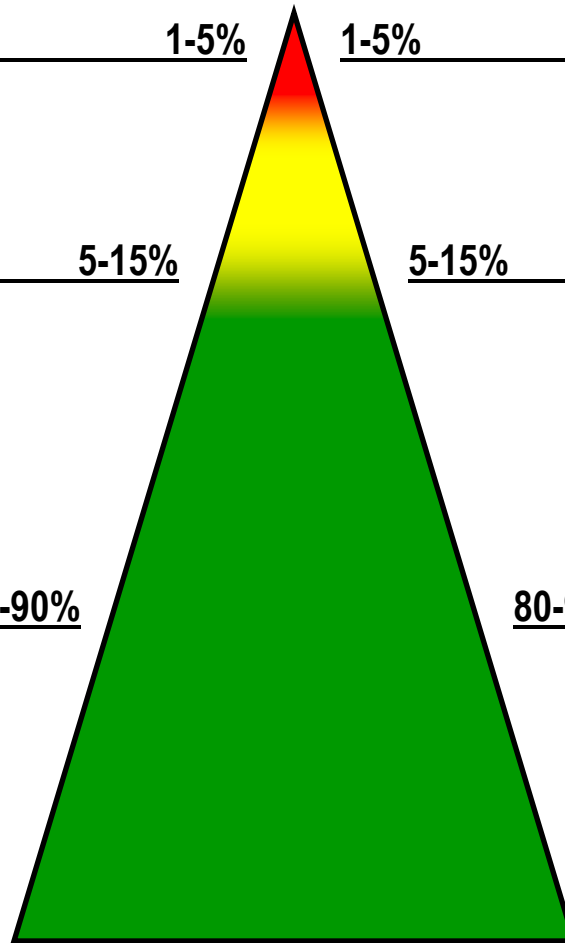
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



Essential Components

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations and behaviors
4. Procedures for teaching expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for ongoing monitoring

Benefits

Schools, pre-kindergarten through high school, that implement and consistently use SW-PBS:

- ▣ Improve school climate.
- ▣ Improve student achievement.
- ▣ Reduce suspension and referral rates.
- ▣ Increase attendance.

To find out more...

Resources

- Missouri SW-PBS Website: pbissmissouri.org
- National PBIS Website: pbis.org

Contact Information

- Mary Richter, SW-PBS State Coordinator
 - millerrichterm@missouri.edu
 - 573.882.1197
- Megan T. Freeman, Effective Practices Assistant Director
 - megan.freeman@dese.mo.gov
 - 573.751.2512

Response to Intervention (RTI)

Missouri defines RTI as the integration of assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness (NCRTI, rti4success.org).

Multi-level System of Support

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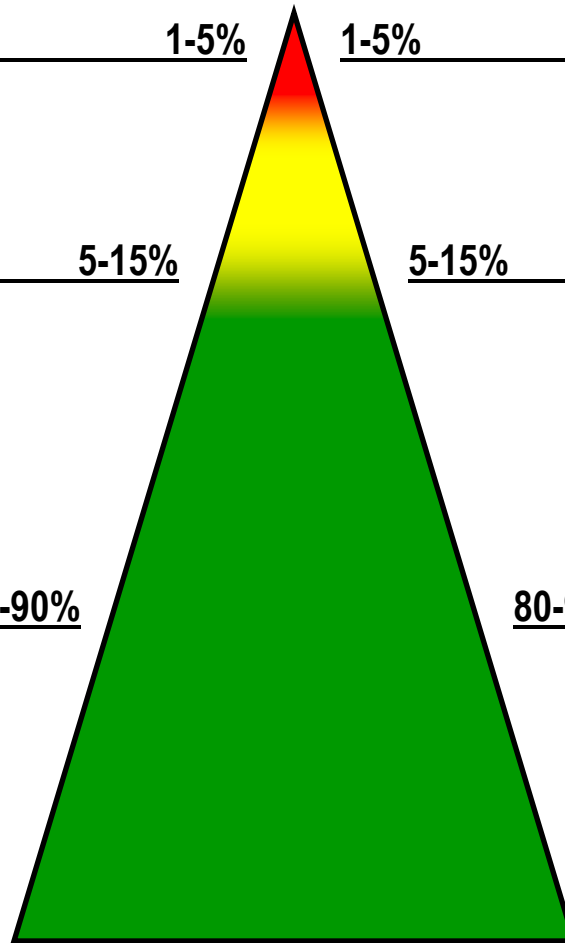
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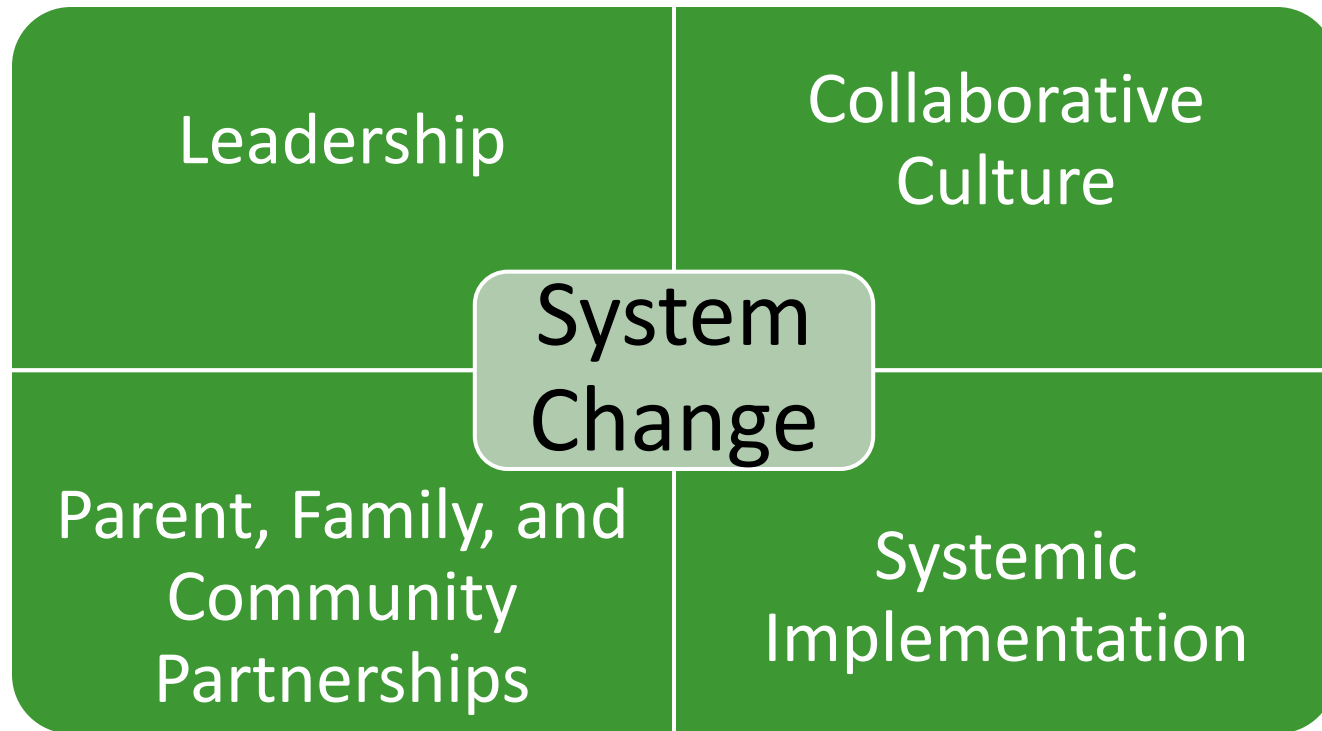
80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



Foundational Elements Needed for System Change



Essential Components of Rtl

Research-based
core instruction

Evidence-based
interventions

Universal
screening

Progress
Monitoring

Data Based
Decision
Making

Three-tiered
Intervention
Model

Implementation
Fidelity

DO NOT Immediately Jump into the Intervention Pool!!



RTI—Funding (State Grants)

Special Education State Improvement Grants (competitive)

- <http://www.dese.mo.gov/divspeced/EffectivePractices/ImprovementPlan.htm>

RTI—Using Federal Funds (Title I, Title III, CEIS)

- Implementing RTI Using Title I, Title III, and CEIS Funds: Key Issues for Decision-makers and Response to Intervention (RTI): Funding Questions and Answers
<http://www.rti4success.org/resource/type/implementing-rti-using-title-i-title-iii-and-ceis-funds-key-issues-decision-makers>

RTI—Using Federal Funds (Title I, Title III, CEIS) continued

- Response to Intervention (RTI): Funding Questions and Answers
<http://www.rti4success.org/resource/type/response-intervention-rti-funding-questions-and-answers>
- Coordinated Early Intervening Services
http://www.rti4success.org/index.php?option=com_content&task=view&id=897&Itemid=80

RTI—Using RTI for SLD Identification

IDEA 2004: **Learning Disability Eligibility**

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

RTI—Using RTI for SLD Identification

- Federal Requirements (see Federal Register)

§ 300.307, § 300.309, § 300.311

<http://www2.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>

Federal Regulations

Required documentation **if using RTI** for SLD identification § 300.311(a)(7)

1. Instructional strategies used and student-centered data collected
2. Documentation that the child's parents were notified about:
 - *States' policies regarding amount/nature of student performance data collected and general education services that would be provided
 - *Strategies for increasing the child's rate of learning
 - *Parent's right to request an evaluation

Federal Regulations

- District written policy regarding process to be used to id SLD § 300.307
- LEAs must use the State criteria for SLD id (discrepancy or RTI) § 300.307 (for state criteria, see appendix A at http://www.dese.mo.gov/3tieredmodels/rti/mo_guidelines.html)
 (“A public agency must use the State criteria adopted ...to determine whether a child has a SLD”)
- For more on Federal regulatory requirements <http://www.rti4success.org/webinars/video/992%20>

RTI—Using RTI for SLD Identification

See policy letters/OSEP memorandum webinar

[http://www.rti4success.org/pdf/Webinar Lou%20Danielson Part%202 transcript.pdf](http://www.rti4success.org/pdf/Webinar_Lou%20Danielson_Part%202_transcript.pdf)

See Federal Regulatory Requirements webinar

<http://www.rti4success.org/webinars/video/992%20>

Both available on National Center on RTI

www.rti4success.org

RTI—OSEP Comments

- RTI does not replace a comprehensive evaluation
- RTI cannot be used to delay or deny an evaluation of a child suspected of having a disability (see OSEP memorandum)
<http://www2.ed.gov/policy/special/guid/idea/memosdcltrs/osep11-07rtimemo.doc>
- Cannot use a single procedure as the sole basis for making an eligibility determination
- Must use a variety of data-gathering methods consisting of a variety of assessment tools and strategies

RTI—Missouri Requirements

- Missouri Criteria

http://www.dese.mo.gov/3tieredmodels/rti/mo_guidelines.html (See Appendix A)

- Standards and Indicators

<http://www.dese.mo.gov/divspeced/Compliance/StandardsManual/documents/1400-SLD.pdf>

Missouri Criteria when using RTI for SLD Identification

- ✓ Intervention selection criteria
- ✓ Number of interventions selected (minimum of 2)
- ✓ Number of intervention sessions required prior to referral (24 sessions over 2 interventions)
- ✓ Documentation of intervention integrity
- ✓ Frequency and duration of progress monitoring (data collected 1X per week at least, no fewer than 6 data points per intervention)

Missouri Criteria when using RTI for SLD Identification

- ✓ Criteria for determining the existence of a SLD
 - Performance (final benchmark—academic level)
 - Rate of Progress (how quickly student is responding to intervention—weekly rates of growth)
- ✓ Decision rules for referral for special education evaluation (specific criteria to determine lack of responsiveness based upon performance and rate of progress)

RTI—General Resources

- DESE Three-Tiered Model webpage

<http://www.dese.mo.gov/3tieredmodels/>

- National Center on Response to Intervention

<http://www.rti4success.org>

- RTI Action Network

<http://www.rtinetwork.org/>

RTI—General Resources

- RTI KnowledgeBase

<http://www.dese.mo.gov/3tieredmodels/>

<http://www.mc3edsupport.org/community/knowledgebases/Project-17.html>

For More Information on RTI...



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Director of Three-Tiered Model Coordination

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Dr. Rebecca Holland

RTI Development Site Coordinator

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Special Education Improvement Grants

General Information

- The Department funds a limited number of competitive grants.
- Districts can submit grant proposals for both elementary achievement and transition areas.
- Priority is given to applications to fund implementation of multi-leveled models of intervention with evidence-based instructional practices in academic and/or behavioral areas.
- The funding must be primarily used for professional development.
- Districts who have previously received grants through the Department may apply for funds to expand a program.

2011-12 Timelines

- Improvement planning and grant writing trainings provided through the Regional Professional Development Centers (RPDCs) are held in October and November.
- Districts applying for grants must submit a letter of intent to seep@dese.mo.gov by 5:00 p.m. on **Monday, January 9, 2012.**
- The grant application must be submitted to the Department through ePeGs/IMACS by 5:00 p.m. on **Friday, March 2, 2012.**

Resources



Additional information on Special Education Improvement Grants may be accessed at dese.mo.gov/divspeced/EffectivePractices/ImprovementPlan.htm.

You may also contact your local RPDC or the Effective Practices section.

Special Education Data

Presenter:

- Mary Corey, Director
- E-mail: mary.corey@dese.mo.gov
- Telephone: (573) 751-8165 or (573) 751-7848

Special Education MOSIS / Core Data

Data	MOSIS File	Core Data Screen
Special Education Child Count	Student Core (December)	11 (aggregate)
Special Education Exiting	Student Core, Enrollment & Attendance (June)	12 (aggregate)
Discipline	Discipline Incidents (June)	9
Educator Course & Assignment	Educator Core, Educator School, Course Assignment, Student Assignment (October)	18/20
Graduate & DROPOUT Follow-up	Graduate Follow-up (Feb)	8 (aggregate)
Early Childhood Outcomes	Student Core (June)	NA

MOSIS – Data Collection at the Student Level

Month/Cycle	MOSIS File
August	Student Enrollment/Attendance
October	Student Core Educator Core Educator School Course Assignment Student Assignment
December	Student Core
February	Student Core Graduate Follow-Up
April	Student Core
June	Student Core Student Enrollment/Attendance Discipline Incident

Special Education Child Count

- Number of students with disabilities who had an IEP (or Services Plan) and were receiving services on December 1
- Includes all students receiving special education services
 - Students enrolled and attending the district
 - Home-schooled students
 - Parentally-placed private school students
 - Students placed by IEP team in a private setting
 - ECSE
 - NOT students in MSB, MSD, MSSD
- Reported via the MOSIS December Student Core File which populates Core Data Screen 11

Special Education Exiters

- MOSIS June Student Core
 - A single record per student. Include the disability category (at time of exit) for those who exited special education from July 1 – June 30
- MOSIS June Student Enrollment & Attendance file
 - A single record for each time a student exits a school, changes grade, or changes residency status. The record must include entry and exit information
- Exit codes from both files will be used to populate Screen 12

Exiting

- The SPED Program Exit field in MOSIS Student Core only needs to be populated with the following:
 - 01-Return to regular education
 - 17-Parent withdrew student from special education
- All other exit codes will be pulled from the MOSIS Student Enrollment and Attendance file

Graduation Rate

- Adjusted Cohort Graduation Rate = On-time graduates from the cohort / Adjusted cohort
- Adjusted Cohort includes first-time freshman from four years ago, plus transfers in, minus transfers out

Graduation Rate

- New calculation will be reported in the Report Cards this fall for all students; will be used for AYP purposes next year
- Preliminary calculations show a decrease in the graduation rates
- Report students as graduates when they receive their diplomas

Educator, Course and Assignment

- All personnel employed or contracted are to be reported to DESE
 - Teachers (including speech implementers)
 - Paraprofessionals
 - Ancillary (Therapists, diagnosticians, etc.)
 - Administrators
- TA docs available at:
<http://www.dese.mo.gov/divspeced/DataCoord/personnel.html>

Educator, Course and Assignment

- Special Education teachers should use codes that start with “19”
 - 195000 designates core content
 - 195010 designates non-core content
- Special Education staff should use Program Codes 06, 09, 17 or 19
- Speech Implementers – must be approved every year; code 195500

Educator, Course and Assignment

- Caseload or Student Assignment?
 - Delivery system of CO or IG – report caseload number in Educator Assignment file
 - Delivery system of SC or LI – provide students in Student Assignment file
 - Rules with some exceptions
- See guidance docs on web

Speech/Language

- SLP Direct Service Instruction by SLPs
 - ▣ Position Code 60 – Teacher
 - ▣ Course Code 195500 – SLP
 - ▣ Requires SLP Certification or Licensure
- SLP Direct Service Instruction by Implementers
 - ▣ Position Code 60 – Teacher
 - ▣ Course Code 195500 – SLP
 - ▣ Requires Annual approval as implementer
- SLP Diagnostician
 - ▣ Position Code 90 – Ancillary
 - ▣ Course Code 889000 – Diagnostic Speech Language
 - ▣ Requires SLP Certification or Licensure

Highly Qualified Teachers

- Highly Qualified Special Education Teachers
 - Bachelors degree
 - Special Education Certification
 - Content area expertise IF teaching and giving grade/credit in core content area
- Courses evaluated for content area expertise
 - Departmentalized instruction in Communication Arts, Math, Science & Social Studies (1956xx)
 - Special education core content instruction (195000 & others) with self-contained (SC, LI or combined) delivery systems
 - Special Ed Severe Developmental Delay (195300)

Staff Assignment Reports

- ❑ New and improved reports coming soon
- ❑ Inappropriate certification and not highly qualified information
- ❑ Online HOUSSE forms
- ❑ Online checks for educator credentials

Graduate and Dropout Follow-up

- For many years, districts have reported follow-up on graduates
- Beginning in 2009-10, began to report follow-up for dropouts who had an IEP at the time of dropping out from grades 9-12
- Report follow-up category and “SpedMetDefinition” Y/N field (may need to talk to guidance staff about this)
- Used for SPP Indicator 14 & MSIP

Graduate and Dropout Follow-up

150

□ Follow-up categories

- 4-year college*
- 2-year college*
- Non-college*
- Military
- Employment* (competitive)
- Employment* (not competitive)
- Not available
- Unknown
- Other

□ *SpedMetDefinition?

- Yes: If enrolled, enrolled for at least one complete term
- Yes: If employed, employed for a period of 20 hours a week for at least 90 days
- No
- Had a lot of “No’s” in 2010-11 data

Determinations – Timely & Accurate Data

- Timely - based on MOSIS certification date
 - December Student Core by January 10
 - October Educator and Assignment files by February 1
 - June Student Core and Enrollment & Attendance by September 1
 - June Discipline by September 1
- Accurate – based on resolution of errors and inquiries